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**Careers, Employability and Enterprise Audit across the Curriculum**

**Curriculum area: Art and Design: Fine Art / Photography / Graphic Communication Curriculum Leader: Mr J C Milne Date: April 2020**

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| **Year group** | **How does your subject contribute to the Careers, Employability and Enterprise curriculum?** | **What are the activities used?** | Developing yourself through careers, employability and enterprise education | Learning about careers and the world of work | Developing your career management, employability and enterprise skills |
| **7** | * Opportunity to discuss careers in Art that link with the projects/ artists we cover over the year. * Health and safety within a practical environment. Sharing and using equipment. | * O’Keeffe project enables us to discuss careers in galleries/ auction houses. * Illustrated lettering project engages discussion about careers in graphic design. * Dubuffet project opens -up discussion about careers in art therapy. | 1, 2, 3 | 8,9 | 12, 15 |
| **8** | * Opportunity to discuss careers in Art that link with the projects/ artists we cover over the year. * Health and safety within a practical environment. Sharing and using equipment. | * Perspective project enables us to discuss careers in architecture. * Phone case project engages discussion about careers in graphic design. * Human form project opens- up discussion about careers in animation/ illustration/game design. | 1, 2. 3 | 8, 9 | 12, 15 |
| **9** | * One of the fastest growing industries, multiple skills and knowledge to add to an array of jobs. * Health and safety within a practical environment. Sharing and using equipment. * New skills with media and technology that is used regularly within industry. * Opportunity to discuss careers in Art that link with the projects/ artists we cover over the year. * Links to industry. * Links to higher education. * Career lesson – ‘What jobs are available in Photography?’ * CV work. * Starting activities – ‘What careers are available in Graphics?’ * Group activities, linking skills in working as a team. | * Briefs from industry, talks and sessions on industry linked trends. Questions to professionals within the industry. * Ripped/torn project and surrealist project can be used to introduce discussion about art curation/ art gallery careers. * Working with professional DSLR cameras. * Creating and using contact sheets which industry desires. * Implemented critiques to lessons (which higher education implements a lot). * Jobs available in photography, working in groups (skills in idea sharing and teamwork). * Creating a creative CV, which can be used after school. * Educational documentary video clips. * External guest speakers from NSA. * Critiques implemented to lessons (getting used to further/higher education practise). | 1, 2. 31, 2. 3 | 4,7,8.9 | 10, 12, 15, 16 |
| **10** | * Understanding and development of knowledge of how industry and higher education works. Photography and Graphic Communication. * Links to higher education. * Career lesson – ‘What jobs are available in Photography?’ * CV work. * Health and safety within a practical environment. Sharing and using equipment. | * Conducting topics from different areas of industry such as advertising, film studies and design layouts, work experience. * Conducting topics from different areas of industry such as magazine design, fine art shoots and advertising. * Working with professional DSLR cameras. * Creating and using contact sheets which industry desires. * Implemented critiques to lessons (which higher education implements a lot). * Jobs available in photography, working in groups (skills in idea sharing and teamwork). * Creating a creative CV, which can be used after school. * Professional program Photoshop tutorials (which industry desires). * Educational documentary video clips. | 1, 2. 3 | 4,6,7,8.9 | 10, 12, 14, 15, 16 |
| **11** | * Links to industry. * Group discussions, linking skills in working as a team. * Delivering briefs taken from the design industry. * Looking at the opportunities within higher education * Health and safety within a practical environment. Sharing and using equipment. | * Working to brief or concept, with links in many areas including fashion, portraiture, natural surroundings, still life (linking to industry). * Using professional DSLR cameras. * Having professional program Photoshop tutorials (which industry and HE desires). * Jobs available in photography, working in groups (skills in idea sharing and teamwork). * Critique and teamwork skills.   Analysis of current/modern photographers work, looking at techniques used and career history.   * External guest speakers from NSA. * Critiques implemented to lessons (getting used to further/higher education practise). * Working on Heinz Beans brief, festival poster/merchandise briefs, following process of research and initial ideas through to development and outcomes (mimic of industry process). * Trips to universities, workshops with industry professionals, linking exams to higher learning | 1, 2. 3 | 4,6,7,8.9 | 10, 12, 14, 15, 16 |
| **Post 16** | * Links to industry. * Working on briefs (like industry). * Group discussions, linking skills in working as a team. * Looking at the opportunities within higher education * Visits to NSA: * Visiting lecturers from Sunderland University: Talks on Courses and future employment opportunities. * Health and safety within a practical environment. Sharing and using equipment. | * Having professional program Photoshop tutorials (which industry and HE desires). * Opportunities to attend workshops at NSA Sunderland U | 1, 2. 3 | 4,6,7,8.9 | 10, 11, 12, 14, 15, 16 |

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**Careers, Employability and Enterprise Audit across the Curriculum**

The framework presents learning outcome statements for pupils and students across seventeen important areas of careers, employability and enterprise learning. These statements show progression from Key Stage 2 through to post-16 education.

**Three core elements of Careers, Employability and Enterprise:**

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| **Developing yourself through careers, employability and enterprise education** | **Learning about careers and the world of work** | **Developing your career management and employability skills** |
| 1. Self-awareness 2. Self-determination 3. Self-improvement as a learner | 1. Exploring careers and career development 2. Investigating work and working life 3. Understanding business and industry 4. Investigating jobs and labour market information (LMI) 5. Valuing equality, diversity and inclusion 6. Learning about safe working practices and environments | 1. Making the most of careers information, advice and guidance 2. Preparing for employability 3. Showing initiative and enterprise 4. Developing personal financial capability 5. Identifying choices and opportunities 6. Planning and deciding 7. Handling applications and interviews 8. Managing changes and transitions |